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ABSTRACT

This handbook provides suggestions useful in implementing supplemental services to children with handicaps in regular classrooms in Ohio. The information is organized into two major parts: administrative considerations and teacher considerations. Administrative considerations focus on the definition of a supplemental services program, determining the need for supplemental services, number of students that can be served, involvement of the supplemental services teacher in the individualized education program process and in program review and evaluation, and impact of the multifactored evaluation. Teacher considerations include: use of students' cumulative record files; the multifactored evaluation; use of observation to identify student needs; selection of appropriate materials and equipment; cooperation with the regular education teacher; necessary classroom or school modifications; support resources and services available; and communication with other personnel. Appendices contain a list of Ohio special education regional resource centers and a description of their services; sample annual goals, instructional objectives, evaluation procedures, and criteria; required assessment areas for multifactored evaluation; program review guidelines; and test construction and test taking guidelines. (57 references) (JDD)

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Ohio Department of Education

SUPPLEMENTAL SERVICES

A PROGRAM OPTION FOR HANDICAPPED STUDENTS IN OHIO

Implementation Manual for Administrators and Teachers

EC 300 124

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Supplemental Services: A Program Option For Handicapped Students In Ohio

Implementation Manual for Administrators and Teachers

Franklin B. Walter
Superintendent of Public Instruction

Raymond A. Horn
Assistant Superintendent of
Public Instruction

Frank E. New
Director, Division of Special Education

Ohio Department of Education
933 High Street
Worthington, OH 43085

Prepared and Edited by

Mary Binion and Paula Mauro, Ohio Resource Center for Low Incidence and Severely Handicapped

Kristen Kask, Ohio Department of Education, Division of Special Education

Karen Sanders, Ohio Department of Education, Division of Educational Services

In addition to the above, numerous persons throughout Ohio provided input through information-sharing meetings and surveys to assist in the development of this manual.

A special thanks is extended to all the staff at the Ohio Resource Center for Low Incidence and Severely Handicapped and at the Division of Special Education, who worked diligently in the preparation of the manual.

STATE OF OHIO
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FRANKLIN B. WALTER
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December 1989

Ohio's schools are committed to providing an appropriate education for all handicapped children. Yet, the decision about where a handicapped child is served is often a complex and difficult one.

The option of the supplemental services teacher was developed to provide supplemental aids and services necessary to enable a handicapped child to receive an appropriate education in the regular classroom environment. The handicapped children eligible for this special education program are able to benefit from placement in the regular classroom.

The handbook *Supplemental Services: A Program Option for Handicapped Students in Ohio* is the result of efforts by supplemental services teachers and administrators throughout Ohio. I would like to express my sincere appreciation to the many individuals who contributed to this effort.

This handbook has been designed as an implementation manual for administrators and teachers as educators seek to provide special education in the least restrictive environment. Specific suggestions are provided to both administrators and teachers to assist the child in the regular classrom.

Handicapped children in Ohio considered for placement in the regular classroom will certainly benefit from this cooperative effort as school personnel put the recommendations included in this *Handbook* into practice.

Frank E. New, Director
Division of Special Education

Preface

In December 1983, at the direction of the Ohio Department of Education, Division of Special Education, the Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH) held the first supplemental services teacher task force meeting. Since the supplemental services teacher (SST) was a relatively new option in the Ohio *Rules for the Education of Handicapped Children*, the Division of Special Education encouraged the SSTs to meet as a group to provide support for each other, exchange ideas, and develop an implementation manual. During that first task force meeting, the SSTs identified topics for this manual.

In February 1984, a survey was sent to SSTs throughout the state, requesting their input on topics and areas to address in the manual. The results of the survey were compiled, and the Division of Special Education and ORCLISH prepared the first draft of the manual.

This first draft and a product-review form were mailed to SSTs to solicit their suggestions for improvement. As a result of the input from the SSTs, the manual was revised during the summer of 1985.

In September 1985, at a meeting for SSTs, the SSTs divided into small groups and provided input on each section of the manual. The second draft of the SST manual was completed and again distributed to SSTs in the fall of 1986. The final draft of the manual, submitted to the Division of Special Education in July 1987, was further refined for publication in 1989.

Introduction

The supplemental services program option is included in Ohio's *Rules for the Education of Handicapped Children* as a means of facilitating placement of children and youth with handicaps in the least restrictive environment. The purpose of this manual is to provide information that will assist administrators and teachers with effective implementation of this program option.

The information contained herein is organized into two major parts: administrative considerations and teacher considerations. The content reflects the cooperative efforts of the Ohio Department of Education, Division of Special Education; the Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH); and supplemental services teachers who provided guidance through statewide meetings, structured surveys, and a review of a draft of the manual.

This manual is recommended for use in conjunction with the slide/tape presentation titled *Supplemental Services* that is available through each of Ohio's 16 special education regional resource centers. Appendix A has a listing of these centers and their services.

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Administrative Considerations ///

1. What is a supplemental services program?

A supplemental services program is one of four program options available to children with handicaps in Ohio. Rule 3301-51-03 of the *Rules for the Education of Handicapped Children*, effective July 1, 1982, outlines the following continuum of these four program options for children with handicaps:

- **Supplemental Services**: A special education service for children who can benefit from placement in the regular classroom with the use of supplemental aids and services.
- **Individual/Small-Group Instruction**: A special education placement for children who are enrolled in regular classes, but who require additional instruction in one or more academic areas to make satisfactory achievement in regular class placement. This instruction may supplement the instruction provided in the regular classes in which the child is experiencing serious difficulty, but may not supplant the regular classroom instruction in the selected subject areas.
- **Special Class/Learning Center**: A special education placement for children whose handicapping conditions are so severe that part-time or full-time removal from the regular education program is required.
- **Home Instruction**: An individualized special education program for children with handicaps that prevent them from attending a regular or special education program, even with the aid of special transportation.

School districts have been working with the concept of least restrictive environment (LRE) since it became part of Public Law 94-142, The Education for All Handicapped Children Act, in 1975 and part of Ohio's Standards for Special Education on April 25, 1977. The concept of LRE is incorporated in Rule 3301-51-02 E.4.b. and Rule 3301-51-03 A.2., as follows:

- Special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- Each school district shall ensure that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services.

The supplemental services option, the least restrictive of the four program options, is available to any student with a handicap whose individualized education program (IEP) indicates this to be the most appropriate educational placement. The supplemental services teacher can serve children who are multihandicapped, hearing handicapped, visually handicapped, orthopedically and/or other health handicapped, severe behavior handicapped, developmentally handicapped, or specific learning disabled.

Supplemental services are indirect in almost all cases. **The program is *not* intended to provide direct instruction to students**. The one exception is the provision of braille instruction for students with visual handicaps. For a more detailed description of the services provided through the supplemental services program, refer to page 5.

2. How is the need for supplemental services determined?

The need for supplemental services is determined at an IEP conference. According to Rule 3301-51-02 E.1.d., the purpose of the IEP conference is to

- Review the multifactored evaluation team report
- Determine the nature and degree of special education intervention needed, if any
- Develop an IEP for a child determined to be in need of special education
- Determine educational placement in the least restrictive environment in accordance with the IEP

Rule 3301-51-02 E.1.a. requires that the IEP conference team include the following members, one of whom is designated as chairperson:

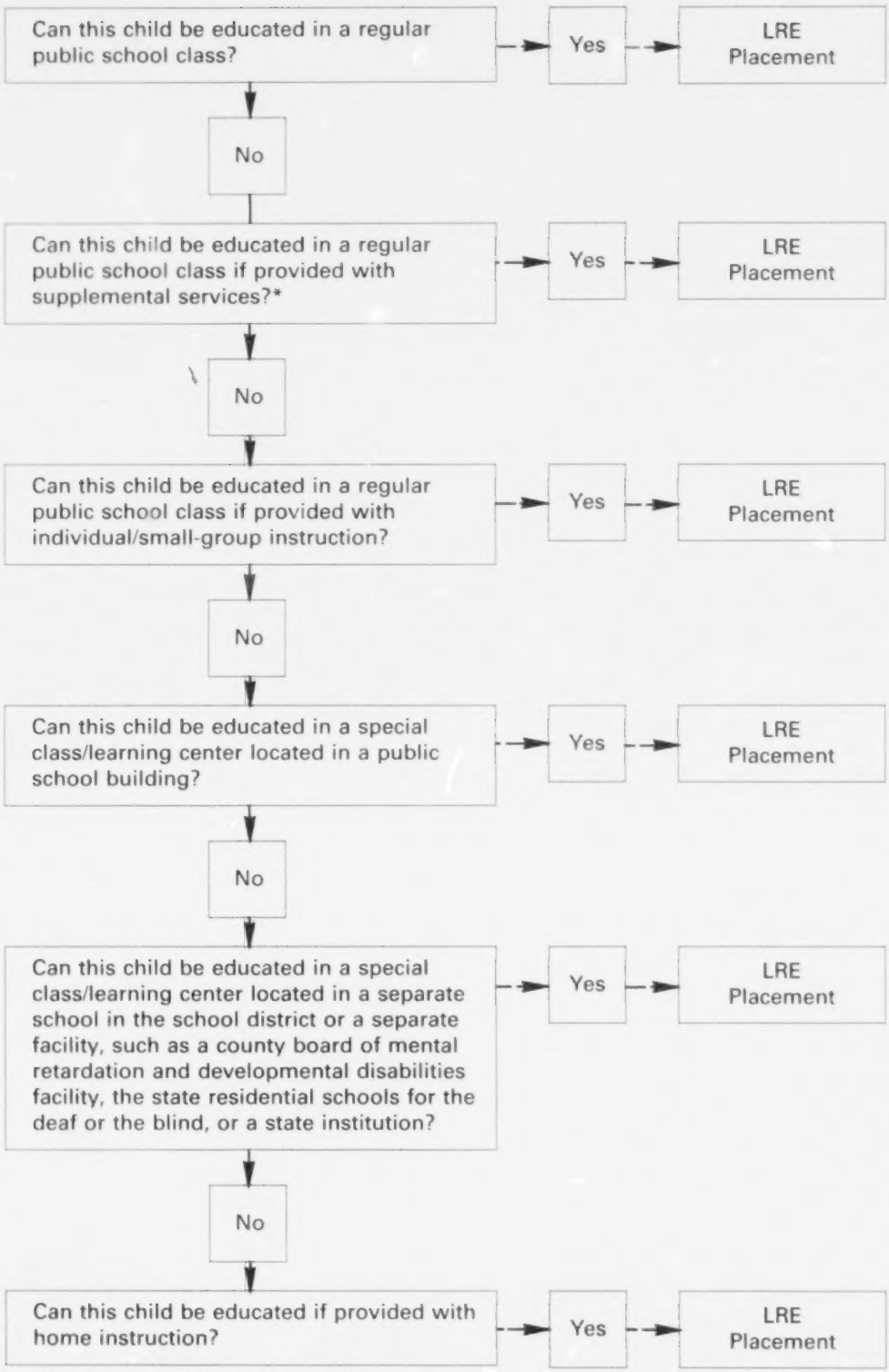
- A person, other than the child's teacher, who is a representative of the school district and who is qualified to provide or supervise the provision of special education
- The child's teacher
- One or both of the child's parents
- The child, where appropriate
- Other individuals at the discretion of the parent or agency

Rule 3301-51-02 E.1.b. states that if a child is being considered for initial placement, a member of the multifactored evaluation team or a person who is knowledgeable about the evaluation procedures used with the child and the results of the evaluation must participate in the IEP conference.

The outline on the following page should be considered when determining placement in the least restrictive environment. In this series of questions, whenever the IEP conference team answers a question affirmatively, least restrictive placement has been identified.

Each placement must be made individually on the basis of the multifactored evaluation. The professional judgment brought to bear on these questions must be based on education, experience, and knowledge of the teaching/ learning process.

Determining LRE Placement


Can this child be educated in a regular public school class?
Yes
LRE Placement
No
Can this child be educated in a regular public school class if provided with supplemental services?*
Yes
LRE Placement
No
Can this child be educated in a regular public school class if provided with individual/small-group instruction?
Yes
LRE Placement
No
Can this child be educated in a special class/learning center located in a public school building?
Yes
LRE Placement
No
Can this child be educated in a special class/learning center located in a separate school in the school district or a separate facility, such as a county board of mental retardation and developmental disabilities facility, the state residential schools for the deaf or the blind, or a state institution?
Yes
LRE Placement
No
Can this child be educated if provided with home instruction?
Yes
LRE Placement

*Supplemental services option

3

3. Who is the supplemental services teacher?

The teacher who provides supplemental aids and services is called the *supplemental services teacher*. The SST, as this person is commonly known, provides consultative assistance to the regular education teacher in order to maintain a student with a handicap in the regular education classroom.

According to Rule 3301-51-03 B.4.a., an SST providing assistance to a classroom teacher serving a *single category of handicap* must

- Hold an Ohio special education teacher's certificate for that area of handicap
- Show evidence of at least one year of successful special education teaching experience in that area of handicap

According to Rule 3301-51-03 B.4.b., an SST providing assistance to a classroom teacher serving children in *more than one handicap area* must

- Hold an Ohio special education teacher's certificate in one of the areas of handicap
- Show evidence of at least one year of successful special education teaching experience in one of the areas of handicap

The work responsibilities of the SST are often very diverse and demanding due to the nature of the position. This teacher should possess special qualities and talents. When selecting an SST, teachers and administrators might want to look for someone who:

- Is highly flexible
- Is willing to travel throughout the district
- Develops good interpersonal relationships
- Exhibits expertise in individual instruction, behavior management, etc.
- Communicates well with others in large or small groups
- Maintains contact and rapport with administrators, parents, and teachers
- Solicits the opinions of others and brings them together into a constructive consensus
- Generalizes techniques from special to regular classroom settings
- Locates appropriate instructional materials, equipment, and specialized devices
- Instructs teachers and parents in the effective use of resources
- Provides formal and informal observation information to classroom teachers
- Remains self-motivating, flexible, firm, and creative
- Demonstrates instructional and behavioral strategies
- Monitors several areas of handicaps simultaneously
- Develops good rapport with individual students
- Maintains comprehensive records and files
- Is knowledgeable about various handicapping conditions
- Possesses a thorough knowledge of P.L. 94-142 and Ohio's *Rules for the Education of Handicapped Children*, including the IEP process

4. What services can the supplemental services teacher provide?

According to Rules 3301-51-03 B.5. and 3301-51-04 C.3.a., services provided by the SST include the following:

- Assisting in the development of the IEP for each child served by this teacher
- Assisting regular classroom teachers in developing teaching strategies for children with handicaps
- Identifying, procuring, and coordinating appropriate supplemental special education to maintain the child with a handicap in the regular education classroom
- Providing information to school personnel regarding the needs of children with handicaps
- Selecting and developing instructional materials and equipment required for children with handicaps
- Assisting in the modification of the classroom environment for the child with a handicap in the regular classroom when appropriate
- Demonstrating short-term diagnostic teaching to facilitate the provision of appropriate education for the child with a handicap in the regular classroom
- Assisting in the development of instructional or behavioral strategies to enable the child with a handicap to receive an appropriate education in the regular classroom
- Demonstrating instructional techniques and materials in the regular classroom, for children identified as handicapped
- Providing braille instruction for children with visual handicaps

> NOTE: In accordance with the *Rules*, the SST does not work directly with students, except to provide braille instruction or to demonstrate diagnostic teaching on a short-term basis.

The SST's services vary according to the needs of the classroom teacher and the student. Drawing from their personal experiences, SSTs generated the following list of frequently provided services:

- Providing information regarding the handicap (e.g., how an impairment can affect the child in the classroom, how data from medical reports should be interpreted)
- Acting as a liaison between home and school (discuss information with the school and share it with the parent, provide parental support)
- Providing inservice training to staff members
- Assisting in the administration of standardized tests to students served by the SST
- Suggesting daily living skills techniques
- Locating related services in the school district or in the community
- Providing feedback on the realistic expectations of the child in the least restrictive environment

5. How many students can a supplemental services teacher serve?

Rule 3301-51-03 B.2.a. states that the supplemental services teacher may serve no less than 15 students with handicaps placed full-time in regular classes. Additional students with handicaps (part-time special education/ part-time regular education), up to a total caseload of 30, may also be served by the SST.

The following information might be considered when establishing caseload:

- Geographic distribution of students
- Clustering of students in schools
- Ages of children
- Types of handicaps and severity
- The need for braille instruction (the only direct service provided for in the *Rules*)
- Degree of students' past successes in either special or regular education programs
- Reading levels of the students
- Other ability and performance levels of the students
- Availability of support services within the region
- Other unusual circumstances

6. How is the supplemental services teacher involved in the individualized education program process?

The SST shall assist in the development of the IEP for a child suspected of needing supplemental aids and services. The SST could assist by participating directly in IEP meetings or by providing participants with information useful in developing the IEP. The SST should always assist in the annual or periodic review of the IEP for students enrolled full-time in the regular education program and those currently served in the supplemental services program.

According to Rule 3301-51-02 E.1.d., participants in the IEP conference will

- Review the multifactored evaluation team report
- Determine the nature and degree of special education intervention needed, if any
- Develop an IEP for a child determined to be in need of special education
- Determine educational placement in the least restrictive environment in accordance with the IEP

If the SST does not participate directly in the IEP meeting, assistance to the IEP team could be accomplished by

- Observing students for development of goals and objectives
- Reviewing the multifactored evaluation data
- Developing suggested goals and objectives to submit to the IEP team
- Providing information to help the IEP team understand particular handicapping conditions and learning styles
- Providing information on present levels of student performance, including strengths and weaknesses

- Assisting in determining student mastery of goals and objectives

How are supplemental services documented on the IEP?

Supplemental services are indicated on the IEP as the special education program for eligible children placed full-time in regular classes with supplemental services provided.

If a child from a more restrictive program option is integrated into regular classrooms on a part-time basis, both supplemental services and the other program option shall be indicated on the IEP as the special education program. Other supportive services (e.g., speech therapy or occupational therapy) are indicated on the IEP as related services.

What are annual goals and short-term instructional objectives?

According to Rules 3301-51-02 E.7.a. (ii) and (v), the IEP must include annual goals; short-term instructional objectives; appropriate objective criteria and evaluation procedures; and schedules for determining, on at least an annual basis, whether short-term instructional objectives are being achieved and if the current placement is appropriate.

Annual goals are defined by Rule 3301-51-01 C. as "...expected behavior to be achieved through the implementation of the child's individualized education program. These goals must meet the unique needs of each handicapped child determined by appropriate evaluation techniques or instrumentation."
Short-term instructional objectives are defined by Rule 3301-51-01 BBB, as "...the intermediate steps leading to the accomplishment of the stated annual goals."

The IEP goals and objectives shall be student-directed and should reflect the way in which the educational program is specially designed to meet individual learner needs. This special design might include special teaching methods, special equipment and materials, or activities that the SST will undertake. The planning of an individualized education program designed to facilitate the successful integration of a student with a handicap into the regular education environment will require the formulation of short-term objectives. These should reflect the student's behavior and include the SST's function. An example follows:

GOAL:
The student will use problem-solving techniques when faced with difficult situations or choices

- Student Behavior

SHORT-TERM OBJECTIVE:
The student will remain in control in the classroom during times of increased noise, light, and movement around the student

- Student Behavior

by putting his or her head down three minutes, upon teacher cue

- Special Teaching Method

keeping a record in the student journal

- Special Equipment/Materials

developed by the SST

- SST Service

EVALUATION PROCEDURES
Classroom teacher and student record of time-outs

EVALUATION CRITERIA
50 percent decrease in number of time-outs recorded in September

SHORT-TERM OBJECTIVE:
The student will demonstrate cause-and-effect relationships and describe several solutions to given situations

- Student Behavior

by responding to the five mediation questions

- Special Teaching Method

following a chart posted on the classroom wall

- Special Equipment/Materials

as demonstrated by the SST

- SST Service

EVALUATION PROCEDURES
Teacher report SST observation

EVALUATION CRITERIA
Responds to all five questions with appropriate responses 95 percent of the time

The SST's responsibility is to assure that goals and objectives are accomplished by the student. A variety of techniques could be used, including

- Changing print to audio
- Using cut-up materials
- Rewriting materials
- Using graphic aids
- Providing models, illustrations, and demonstrations

The SST should attempt every possible alternative or strategy until the student accomplishes the goals and objectives on the IEP.

Sample goals and objectives are included in Appendix B. Refer to pages 24-28 for additional information relating to the selection of appropriate materials and equipment for handicapped students.

Are resources available for developing IEPs?

Many resources that will assist in the development of IEPs are available through local school districts and the special education regional resource center (SERRC) network. A number of references are listed in Appendix C.

When using information from miscellaneous sources, developers should ensure that the information complies with current Ohio Rules.

7. What is the multifactored evaluation, and how does it affect the supplemental services program?

Students with handicaps who meet the eligibility criteria for one of the programs outlined in Rule 3301-51-04 may be considered for the supplemental services program. A multifactored evaluation (MFE) is conducted to determine a child's eligibility for special education services and to determine the strengths and weaknesses of the child suspected of being handicapped. The data from the MFE shall also be used to develop the child's instructional program.

The MFE must include descriptive evaluation data in all areas related to the suspected handicap. When appropriate, the MFE should include data related to the following:

- Health
- Vision
- Hearing
- Social and emotional status
- Adaptive behavior
- Vocational/occupational needs
- General intelligence
- Academic performance
- Communicative status
- Motor abilities

The MFE must be conducted by a multidisciplinary team and must include current data required by eligibility rules.

Rule 3301-51-02 D.6. states that reevaluation of students with handicaps must be conducted as follows:

- Every three years, or
- More frequently if conditions warrant, or
- Upon parental request, or
- Upon teacher request

Rule 3301-51-02 D.5. further requires the following:

- The evaluation shall be designed to ensure that children are not labeled as handicapped because of inappropriate selection, administration, or interpretation of evaluation materials.
- Instruments used to assess the areas related to the suspected handicap shall be administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so.
- Tests and other instruments shall have been validated for the specific purpose for which they are used.
- Tests shall be administered by trained personnel in conformance with the instructions provided by the producer.
- Tests shall be selected and administered to ensure that when they are administered to a child with impaired sensory, manual, or speaking skills, the results accurately reflect the child's aptitude or achievement or whatever factors they purport to measure, rather than the child's impaired sensory, manual, or speaking skills, except where those skills are factors that the tests purport to measure.

Who is on the multifactored evaluation team?

While the composition of the evaluation team will vary from district to district, the following personnel may be considered as appropriate:

- Adapted physical education teacher
- Audiologist
- Behavior management specialist
- Guidance counselor
- Occupational therapist

- Orientation and mobility specialist
- Physical education teacher
- Physical therapist
- Physician
- Principal (or assistant principal)
- Reading specialist
- Regular classroom teacher
- Regular education supervisor
- School nurse
- School psychologist
- Social worker
- Special education supervisor
- Special education teacher
- Speech and language pathologist
- Supplemental services teacher
- Vision specialist
- Work-study coordinator

In addition, parents can contribute essential information because they are knowledgeable about the child's educational, social, and medical history. Their ideas should be solicited actively and incorporated as part of the written MFE team report.

The areas that must be assessed for each area of handicap are included in Rule 3301-51-04. Refer to "Required Assessment Areas for Initial Multifactored Evaluation" in Appendix D for a complete listing of the requirements for initial evaluation.

8. How is the supplemental services teacher involved in program review and evaluation procedures (PREP)?

Program Review and Evaluation Procedures (PREP) is the Ohio Department of Education's system for monitoring compliance with state and federal laws regarding the education of children with handicaps. Under this system, each district's administrative procedures for children with handicaps are reviewed. Selected on-site reviews are also conducted.

Supplemental services teachers are interviewed as part of the on-site review process. Interview questions and criteria for determining compliance are contained in Appendix E. Administrators may want to use these questions as a method for determining program compliance with Ohio's *Rules for the Education of Handicapped Children*.

Ongoing assessment of program strengths and needs should be conducted to promote effective programs. Information collected regarding the supplemental services program might include the following:

- Log of activities and services provided
- Analysis of student progress
- Analysis of time spent meeting the needs of assigned students

- Indicators of general acceptance by teachers and students in regular classes

9. What special considerations will the administrator need to address?

The administrator of a supplemental services program will need to address special considerations in providing an appropriate educational program for the students participating in the supplemental services program.

The administrator should be able to

- Determine the availability of funds for purchasing or modifying special equipment and materials (see pages 15-19)
- Determine the availability of funds for school and classroom modifications (see pages 22-24)
- Address both the design and implementation of inservice training for regular education personnel
- Identify special education programs and other related services to support the SST program
- Determine who has been designated by the superintendent (the building principal or some other person) to coordinate the planning between special and regular education teachers and to supervise the implementation (see Rule 3301-51-02 E.4.c.)
- Provide the SST with office space, secretarial assistance, and access to a telephone where conversations can be confidential (see Rule 3301-51-03 B.3.b.)
- Maintain evaluative data regarding the supplemental services program
- Evaluate the supplemental services program periodically

Teacher Considerations

1. How can the supplemental services teacher use the student's cumulative record file?

In order to become fully acquainted with the student's educational and physical needs, strengths, weaknesses, present and past performance, appropriate learning modes, health history, and other pertinent areas, the SST will need to gather information from a variety of sources.

The SST may begin by examining the student's cumulative record file. In gathering information from this file, the SST may do the following:

- Review the multifactored evaluation team report; check the data required by Rules 3301-51-04 A.-G.
- Examine the IEP
- Check the birth date and present age
- Review the family background (e.g., number of siblings, parental/guardian status, number of adults in home)
- Determine if special education or related services were previously recommended and/or provided
- Check the student's achievement history, including areas of both successful and poor performance
- Check for grade retention
- Examine the student's attendance record
- Determine the number of school transfers and their possible effects on the student
- Compare standardized test data with classroom performance
- Examine anecdotal records from previous teachers
- Examine health records for relevant information (e.g., history of chronic ear infections)
- Check for previous and current use of specialized equipment and devices

Next, the SST may consider talking to previous classroom teachers, other SSTs who provided services to the student, support personnel, and parents. The SST should also be involved in all staff meetings regarding the student and parent-teacher conferences whenever possible.

2. What should the supplemental services teacher know about the multifactored evaluation?

Since the SST will usually be participating on the IEP team and be responsible for the development of the child's special instructional program, he or she should have a thorough knowledge of the substance of the MFE and how this evaluation affects the student and the supplemental services program.

The SST should acquire a thorough knowledge of the following:

- Contents of Rule 3301-51-02 D. regarding the MFE
- Personnel on the MFE team (see pages 9-10)
- Areas that should be assessed as part of the MFE (see page 9)
- Evaluation data available regarding the student
- How to use the MFE data to develop goals, objectives, and the student's educational program
- Other pertinent information contained in the cumulative record file

After reviewing the multifactored evaluation data, evaluation team report, and IEP, the SST then needs to consider how this information can be best used to assist the student through the supplemental services program.

3. How can the supplemental services teacher use observation to identify student needs and necessary supplemental aids and services?

Observation can be an effective method for identifying the specific supplemental aids and services necessary to enable a child with a handicap to receive an appropriate education in the regular classroom environment. Observation can be employed as a means of confirming the classroom teacher's perceptions of a student's classroom behavior and performance. It can also be used to acquire helpful diagnostic information relative to how the student confronts and manages the demands and tasks of the regular school program. In order to fulfill these purposes, SSTs often conduct structured observations in the regular classroom. The regular classroom teacher and the SST may both assess the student's performance using observation methods.

The SST and the regular classroom teacher may use the direct observation method to record the actual behaviors of the student. There are two types of direct observation procedures:

- *Anecdotal observation* — nonsystematic, periodic written description of a student's behavior
- *Systematic observation* — structured recording of actual student behaviors

For more information about direct observation techniques, consult the following references listed in Appendix C:

- "Behavioral Observation for the School Psychologist: Responsive-Discrepancy Model" (1980);
- "Issues in the Use of Observational Assessment" (1980);
- "Advances in Behavioral Assessment" (1981);
- *The Identification of Pupils With Learning Disabilities* (1981).

Teacher rating scales can be used to help identify the student's social and educational characteristics. The teacher completes the scales according to direct observations and personal knowledge of what the student can perform.

For further information regarding teacher rating scales, the following references are recommended:

- "Behavior Rating Scales, Contexts and Criticism" (1979);
- *Assessment of Children's Intelligence and Special Abilities* (1982);

- "Behavioral Assessment: Questionnaires" (1980);
- *Ohio Handbook for the Identification of Children with Severe Behavior Handicaps* (1987).

Parental observations can also be a very useful source of information in determining a student's capabilities.

The SST may not be able to complete time-consuming observations but can assist the regular classroom teacher in selecting appropriate observation instruments.

4. How does the supplemental services teacher select appropriate materials and equipment for students with handicaps?

The SST is responsible for suggesting or assisting the regular classroom teacher in the selection of appropriate materials and equipment for the student with a handicap. Rule 3301-51-03 B.5.e. states that the SST is responsible for selecting and developing instructional materials and equipment required for children with handicaps.

The SST may need to work closely with the regular classroom teacher and other related service personnel in selecting specific materials and equipment. The SST and the regular classroom teacher may need to consult the audiologist for amplification equipment, the orientation and mobility specialist for orientation and mobility techniques, the physical and occupational therapists for positioning techniques, etc.

The instructional resource centers (IRCs) in the special education regional resource centers (SERRCs) maintain collections of instructional materials for use with students with handicaps. Contact the local IRC for additional information.

The following list suggests some specialized equipment and materials for students with handicaps. The list is not exhaustive but can be used as a starting point for the SST and the regular classroom teacher. Together, the two teachers must decide which materials and equipment will be useful for each student.

Hearing Handicapped

Resources that student transports to other locations

- Communication device
- Hearing aid
- Interpreter (may remain in classroom or go with student)
- Student notetaker (using carbons another student in the class takes notes for the person with a hearing or visual handicap)
- NCR paper for notetaker
- Notetaker pad
- Tactile communicator (vibrating paging device)
- Tape recorder (hearing person transcribes information later)
- Telecommunication device (TDD)
- Vibrating wristwatch

Resources that remain in classroom

- Auditory trainer
- Computer
- Flashing lights (fire alarm, class bell, emergency drill)
- Filmstrip projector (model designed for student use)
- FM unit for amplification
- Headphones

Multihandicapped

Resources that student transports to other locations

- Augmentative or alternative communication device
- Book holder (attach to wheelchair)
- Breath control device
- Canes, crutches, braces
- Computer
- Feeding equipment
- Glasses
- Hearing aid
- Head pointer with harness
- Helmet
- Low vision aids
- Medically prescribed devices
- Mouth stick
- Positioning equipment
- Respiratory/heart-monitoring equipment
- Telecommunication device
- Universal cuff for utensils
- Toileting aids
- Walker
- Wheelchair
- Writing harness (special pencil holder to fit hand)

Resources that remain in classroom

- Auditory trainer
- Bolsters and wedges
- Computer
- Double-handed scissors
- Electric scissors
- Electric typewriter
- FM unit for amplification
- Headphones
- Low vision aids
- Positioning equipment
- Standing table
- Table cutout for wheelchair

- Toileting equipment
- Traveling devices (carts, scooter boards)

Orthopedically Handicapped

Resources that student transports to other locations

- Augmentative or alternative communication device
- Book holder (attach to wheelchair)
- Breath control device
- Canes, crutches, braces
- Elevator key, if appropriate
- Feeding equipment
- Head pointer with harness
- Helmet
- Lap board
- Lightweight portable typewriter
- Magnetized wrist harness (holds hand to metal tray or table to write)
- Medically prescribed devices
- Metal suspension frame (attach to wheelchair to support arm)
- Mouth stick
- One-handed writing board with clips
- Positioning equipment
- Respiratory/heart-monitoring equipment
- Tape recorder
- Tapes
- Telecommunication device (TDD)
- Toileting aids
- Universal cuff for utensils
- Walker
- Wheelchair
- Writing harness (special pencil holder to fit hand)

Resources that remain in classroom

- Automatic page-turner
- Bolsters and wedges
- Computer
- Double-handed scissors
- Electric scissors
- Electric typewriter
- Lap board
- Large tongs for reaching
- Manual typewriter
- One-handed typewriter
- Positioning equipment
- Standing table
- Table cutout for wheelchair

- Talking-book machine
- Toileting equipment
- Traveling devices (carts, scooter boards)

Severe Behavior Handicapped

Resources that student transports to other locations

- Checklists targeting specific behaviors to be rewarded if criteria met
- Reward objects (stickers, tokens)
- Self-graphing materials
- Contracts

Resources that remain in classroom

- Audio materials (recorder)
- Learning-center materials
- Stopwatch for timed observations
- Study carrels
- Visual displays (posters of expected behaviors or rules, schedules, awards for merits and performance)

Visually Handicapped

Resources that student transports to other locations

- Abacus*
- Braille books*
- Braille transcription paper
- Braillewriter*
- Electronic reading aids
- Glasses
- Graph paper*
- Guide dog
- Large print books*
- Long cane
- Low vision aids
- Mobility aids
- Magnifiers
- Slate and stylus*
- Tape recorder*
- Tapes

Resources that remain in classroom

- Low vision aids
  - Closed-circuit television
  - Lamps
  - Magnifiers
- Tactile aids
  - Braille maps and globes*
  - Models of human body

*Available to eligible students from the Ohio Resource Center for Low Incidence and Severely Handicapped.

- Models of solar system
- Relief maps, globes
- Relief models*

- Reading aids
  - Braille books*
  - Closed-circuit television
  - Computer
  - Electronic braille printer for computer
  - Kurzweil
  - Large print books*
  - Large print maps*
  - Microfiche viewer
  - Optacon*
  - Overhead projector
  - Rearview projection screen
  - Talking-book machine
  - Viewscan

- Writing aids
  - Black felt-tip marker
  - Bold-line paper
  - Braille eraser*
  - Braillewriter*
  - Large print typewriter
  - Nonglare paper
  - Raised-line drawing kit
  - Raised-line paper
  - Signature guide
  - Slate and stylus*
  - Swail dot-inverter*
  - Writing guide*
  - Yellow acetate (place over purple dittos to increase contrast)

- Mathematics aids
  - Abacus*
  - Braille ruler*
  - Raised print and braille clock
  - Talking calculator

- Other
  - Adapted games
  - Adjustable top desk or book holder
  - Audible balls
  - Braille labeler
  - Radio

5. How can the supplemental services teacher help the regular education teacher involve students with handicaps in out-of-classroom and other special situations?

The SST may need to assist the regular education teacher in recognizing environments in which the child with a handicap might experience difficulty. Rule 3301-51-03 B.5.f states that the SST is responsible for "assisting in the modification of the classroom environment for the handicapped child in

the regular classroom." The following suggestions may assist the regular education teacher in alleviating potential problems that could occur in specific circumstances.

Field Trips

- Allow the student to stand near the primary speaker to facilitate lipreading.
- Assign student notetaker if appropriate.
- Arrange for an interpreter when necessary.
- If visiting a dangerous site, assign a partner and make the students aware of possible safety hazards.
- After returning to school, write an experience story on a chart discussing the trip.
- Prior to the experience, discuss special vocabulary pertinent to the field trip, and give specific details concerning the events. Use real objects to reinforce learning.
- Arrange for transportation with wheelchair lifts.
- Be sure the site is accessible; check ramps, passage widths, and restroom facilities.
- Assign a peer student to assist if a student has trouble operating the wheelchair alone, especially in difficult or unfamiliar settings.
- Allow adequate time for loading and unloading; plan carefully to eliminate as much waiting as possible.
- Plan a realistic time schedule, as some students may tire easily and some students may not be able to cope with extended trips.
- Consider children with braces, artificial limbs, or crutches when selecting the field trip site.
- Determine procedures for seizures or illness.
- Increase staffing if possible.
- Visit the trip site in advance to anticipate problems that might arise and also to find ways of making the site meaningful. Provide sensory clues.
- Plan transportation carefully to avoid excessive waiting periods and allow for a calm transition period from one activity or setting to the next.
- Decide beforehand how illness or misbehavior will be handled.
- Discuss appropriate behaviors and expectations before the trip.
- Select the site according to the student's independence, cognitive abilities, and self control.
- Set up a "buddy system," i.e., pair the student with another student.
- Enlist parent or volunteer support.
- Develop an emergency plan.
- Role-play positive practice exercises.
- Allow overly anxious or very aggressive students to participate in some other activity whenever necessary.
- Assign a sighted guide when necessary.
- Obtain prior permission for the student to touch pertinent objects.
- Consider lighting conditions, as students may have difficulty adjusting to bright or dim lights.

- Develop individual contracts, with rewards and consequences, for acceptable field-trip behavior.

School Assemblies

- Set up a buddy system for special events.
- Seat the student in a central location — preferably in the middle, a couple of rows from front.
- Arrange for adequate light on the speaker (not shining in the student's face) to facilitate lipreading.
- Select a student notetaker.
- Arrange for an interpreter when necessary.
- Provide the student with an agenda or outline whenever possible.
- Discuss new vocabulary prior to the assembly.
- Avoid locations that might require moving or self-protection (flying balls).
- Discuss appropriate behavior and expectations before the assembly.
- Plan seating arrangements prior to the assembly to avoid possible student-student confrontation or conflict.
- Plan a calm transition period.
- Role-play positive practice exercises.
- Determine consequences for misbehavior prior to the assembly; be sure classroom teachers and administrators are aware of rules on suspension for special students.
- Ask speaker to verbalize demonstrations whenever possible.
- Decide on entrance and exit routes prior to the assembly.
- Discuss steps to take in case of emergencies (fire drill, tornado drill).

Testing Situations

- Communicate effectively if giving an oral test. Face the student; talk in complete, brief sentences. Do not overenunciate words; speak slowly. Maintain adequate lighting on the tester. Stand in an appropriate location to facilitate lipreading. Do not walk around the room while speaking. Permit the child to sit in front of the room with light to the child's back.
- Keep the noise level down in the testing area (hearing aids amplify all sounds).
- Check to be sure the student understands testing directions and procedures.
- Provide diagrams and other visual aids whenever appropriate.
- Permit additional time for reading, writing, typing, or responding, if appropriate.
- Provide written tests whenever possible.
- Write test instructions on the blackboard.
- Arrange for an interpreter when necessary.
- Set up test questions so that a typewriter can be used to answer them.
- Permit taping of answers on a tape recorder.
- Permit oral tests in another location if written tests are not feasible.
- Limit test times according to the student's capabilities, as some students

may tire easily; use alternate sites to avoid disruption; consider format, length, language, and variety when constructing tests.

  - Use large print tests when appropriate.
  - Use braille tests if appropriate.
- Incorporate other specialized equipment and communication devices (calculator, abacus, braillewriter), whenever possible.
- Consider seating arrangement, comfort of the student; avoid conflicts.
- Practice unanticipated testing situations (pop quiz).
- Prepare the student for the testing situation; discuss what will occur (expectations, procedures, appropriate behaviors, type of test for which to study, importance of memorizing facts, key points, details for objective tests); and examine subjective tests and their relationships.
- Involve the student in discussion regarding rationale and outcome of the testing situation, provide information on improving test skills, and structure opportunities for practicing all kinds of tests.
- Determine consequences for misbehavior.
- Practice breathing-relaxation techniques.
- Provide test review information to prepare the student for the test.
- Consider test appearance, format, length, and variety when constructing the test (see Appendix G).
- Discuss procedures to follow after completing the test.

Fire and Tornado Drills

- Assign a buddy to assist the handicapped student while exiting.
- Practice the fire drill or tornado route and expected behavior prior to the actual drill until the students know the procedures well.
- Provide light-emitting systems for students with a hearing handicap.
- Discuss appropriate student behaviors and teacher expectations.
- Praise the student for appropriate behavior.

6. What classroom or school modifications need to be made?

Students with handicaps may require special classroom or school modifications. The SST can assist the regular education teacher in providing the optimal classroom and school setting that complies with Rule 3301-51-03 B.5.f. The suggestions listed can be beneficial to all students.

Classroom Modifications

- Natural light on the face of the speaker (not shining in the student's face) to make lipreading easier, based on student needs.
- Adequate storage space in which the student can place special devices and equipment (make sure the areas are clearly marked).
- Uncluttered teaching area (too many pictures or visual aids can be distracting) free of safety hazards, adequate space for wheelchairs.
- Setting with appropriate acoustics to cut down on the noise level:
  - carpet
  - throw rugs
  - soft or thick materials on the walls

- Quiet place in the classroom to reduce distraction (the student may be worn out from the strain of listening and watching for long periods of time and may be sensitive to sounds due to seizures or spasms, and in need of rest).
- Sufficient electrical outlets to accommodate special equipment.
- Adequate space between furniture and equipment to avoid collisions (consider wheelchairs, crutches, canes, and walkers), traffic routes should be separate from work areas.
- Private place available for toileting needs (students who have difficulty controlling bladder or bowels may be embarrassed about the use of diapers or collection bags).
- Adjustable tables and chairs.
- Classroom walls with handrails for students requiring ambulatory assistance.
- Chalkboard placement to permit board work for students in wheelchairs.
- Seating pattern to provide opportunities to view model student behavior.
- Simple, uncluttered room arrangement, especially at the beginning of the year (gradually increase number of materials and activity areas as students learn to handle more complex environments).
- Individual space cues to make the student's space areas obvious (limit student movement by using bookcases, file cabinets, masking tape on the floor.
- Clear, concise classroom rules and consequences posted so the student can see them.
- Schedule of classroom activities posted so the student can see it.
- Time-out room.
- Displays located at the, eye-and-touch level (two-or three-dimensional plaques, tactual wall hangings, and other objects meant to be touched).
- Small room or partitioned area for independent class work (noise of a brailler or typewriter may be distracting to other students).
- Consistent routines established for completing activities such as lining up, sharpening pencils, starting a new activity (alleviates confusion and provides a sense of security).

School Modifications

- Nonslip dry floor (crutches or wheelchairs may slip on wet or slick surfaces).
- Accessible rest rooms (raised stools with bars and lowered sinks, mirrors, and towels).
- Ramps at entrance and exit routes.
- Passage widths (doorways, halls) to accommodate wheelchairs.
- Lifts or elevators where needed.
- Wheelchair lifts provided in buses.
- Wide parking stalls for wheelchair loading and unloading.
- Curbs cut for wheelchair access to school sidewalks.
- Entry doors and classroom doors that are easy to open (heavy doors or one with excessive tension can pose problems).
- Halls with handrails for students requiring ambulatory assistance.

- Accessible telephones and water fountains.
- Emergency alarms and bells that are light-emitting.
- Natural light illuminating the room (flourescent lights are harsh and tend to make lipreading more difficult).
- Acoustic tile ceilings to cut down on noise level.
- Soft or thick materials on the walls to reduce noise levels.
- Elevators, classrooms, and rest rooms marked in braille.
- Properly lighted hallways and rest rooms.
- Dangerous entryways, drop offs, curb cuts, and steps marked for tactile recognition.
- Clear, concise school rules that are consistently reinforced.
- Crisis intervention/management-support plan.

7. What resources and services are available to assist the supplemental services teacher?

An effective supplemental services program requires the skillful coordination of a variety of supplemental aids and services appropriate for the various handicapping conditions. In addition, Rule 3301-51-03 B.5.c. states that the supplemental services teacher shall be responsible for "identifying, procuring, and coordinating appropriate supplemental special education to maintain the handicapped child in the regular classroom." It is important, therefore, for the SST to become familiar with the wide range of school and community services and to develop a professional working relationship with various service providers.

Special Education Regional Resource Centers

The special education regional resource centers (SERRCs) are responsible for providing assistance to school districts in a number of ways:

- Maintaining and providing access to a directory of special education programs in the region
- Projecting regional needs for multidistrict programs for children with handicaps
- Maintaining, providing access to, and making available a regional service directory of community and educational agencies providing services to children with handicaps
- Offering inservice for special education personnel, regular education personnel, and parents
- Loaning instructional materials to school districts
- Providing evaluation assistance

For additional information, contact the local SERRC (see Appendix G).

The Ohio Resource Center for Low Incidence and Severely Handicapped

The Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH) is a statewide project designed to assist school districts with the special needs of children and youth with low incidence and/or severe handicaps. Serving parents, teachers, and other persons working with children

and youth with hearing handicaps, multihandicaps, orthopedic handicaps, severe behavior handicaps, and visual handicaps, ORCLISH provides a variety of services:

- Audiovisual library
  - 16mm films
  - Video cassettes
  - Slide/audio cassette tapes
  - Filmstrips
- Information dissemination
  - Newsletter items
  - Meeting notices
  - Other appropriate information
- Inservice
  - Meetings held locally, regionally, or statewide
  - Topics based upon request and needs assessment
  - Persons invited may include parents, teachers, administrators, and other persons working with children and youth with low incidence and/or severe handicaps
- Materials for children with visual handicaps
  - Large print and braille books
  - Specialized instructional materials and equipment
- Model projects
  - Facilitation and implementation of model projects from other states
- Task force
  - Meetings facilitated to address statewide issues
- Technology
  - Information on specialized equipment
  - Devices on loan to SERRCs

Funded by the Ohio Department of Education, Division of Special Education, ORCLISH is a part of Ohio's special education regional resource center (SERRC) network. For more information, call or write the Ohio Resource Center for Low Incidence and Severely Handicapped, 470 Glenmont Avenue, Columbus, Ohio 43214; (614) 262-6131 (Voice), (614) 262-1070 (TDD), or contact a special education regional resource center.

Regular Education Personnel and Programs

Regular classroom teachers can frequently assist the supplemental services teacher. Counselors, librarians, school nurses, visiting teachers, career education coordinators, administrators, curriculum supervisors, and other educational service personnel can also be valuable sources of information and assistance.

Support programs, such as cross-age or peer tutoring and volunteer services, may also be of value to the child with a handicap in the regular education classroom. For further information, see Cooke (1983), Appendix C.

Social Service Agencies

Some social service agencies in the community provide services to students with handicaps. The regular classroom teacher and the SST should be aware of various community resources and how their services can be used:

- Boy Scouts of America
- Bureau of Vocational Rehabilitation (BVR)

- Bureau of Services for the Visually Impaired (BSVI)
- Child guidance centers
- Children's hospitals
- Children's Services
- City recreation departments
- Early intervention programs
- Eye clinics
- Girl Scouts of America
- Health departments
- Hospitals — developmental therapy programs
- Juvenile courts
- Kiwanis Clubs
- Lions Clubs International
- Local chapters of organizations that provide services to specific handicap areas
- Local computer centers or stores
- Local libraries and interstate library loans
- Developmental centers
- Mental health centers
- Ohio School for the Deaf
- Ohio State School for the Blind
- Private rehabilitation centers
- School nurses
- Sight or vision centers
- Speech and hearing centers
- YWCA, YMCA

School districts sometimes update a list of services and resources available in the area on a regular basis. Contact the local school district for information.

8. How should the supplemental services teacher communicate with other personnel?

Communication among the staff working with a student with a handicap in a regular classroom is an integral part of each supplemental services program. The SST will be responsible for communicating with the various personnel working with each student. Rule 3301-51-03 B.5.d. states that the SST is responsible for "providing information to school personnel regarding the needs of handicapped children."

Contacts with personnel will vary in frequency and format, depending on the level and involvement of the staff person.

The SST is expected to communicate on an ongoing basis with the following personnel:

- Regular education academic teachers
- Regular education nonacademic teachers

- Principals
- Special education supervisors
- Directors of special education
- Parents
- Related service personnel

There are many methods to facilitate communication. Such methods might include the following:

- Person-to-person contacts
- Handouts
- Memos
- Inservice training
- Telephone conversations
- Newsletters
- Parent organizations
- Progress reports
- Conferences

In communicating with other personnel, the SST should consider the following suggestions in an effort to establish rapport:

- Be aware of the key people in the system. Seek out those teachers who are most open to change and new ideas first.
- Practice "good politics," including an attitude of friendliness. Make it a habit to say something positive about the teacher, the room, etc.
- Do something early that will be perceived as helpful or useful, such as distributing a relevant article, pamphlet, lesson plan, or technique.
- Establish realistic expectations. Don't set yourself up as a "miracle worker."
- Do not set expectations too low. Build your own knowledge and help teachers to see and experience the benefits of change.
- Do all you can to minimize the perception of threat. Build an open relationship based on two-way communication and sharing of ideas and solutions. Admit you do not know all the answers.
- Openly acknowledge the skills held by the regular classroom teacher.
- Be cognizant of the problems faced by the regular classroom teacher.
- Adjust and modify your suggestions to the atmosphere of each regular classroom.
- Promote the exchange of ideas and suggestions.
- Be flexible.
- Be a problem solver.
- Limit suggestions and ideas given at any one time (no more than three, as a rule of thumb).
- Rely on regular classroom teachers as resources.

Additional Help

In order to carry out consulting services effectively, the SST needs various skills, knowledge, and attitudes. Some of these competencies are acquired through experience, and others may be acquired in more formal learning situations. The following checklist allows the SST to assess personal levels of achievement on important consulting competencies.

Directions: Check the box that defines your level of achievement for the following consulting competencies.

	To a Great Extent	To Some Extent	Not at All
1. Ability to diagnose a problem.			
2. Ability to make an analysis and to interpret the results for the teacher.			
3. Ability to communicate effectively with all types of education-related personnel.			
4. Ability to help other people become comfortable with change.			
5. Ability to maintain and release human energy.			
6. Ability to deal with conflict and confrontation.			
7. Ability to develop objectives with the teacher.			
8. Ability to help other people learn how to learn.			
9. Ability to manage a development and growth effort.			
10. Ability to evaluate results.			
11. Ability to be proactive.			
12. Ability to be creative and innovative in working with the teacher.			
13. Ability to be self-renewing.			
14. Ability to be flexible.			
15. Ability to be innovative and creative.			
16. Ability to adapt quickly and accurately to infamiliar situations and circumstances.			
17. Ability to draw on inner motivation to be a self-starter.			
18. Ability to show extreme perception and sensitivity toward others.			
19. Ability to deal successfully with ambiguity.			
20. Ability to be honest, to uphold ethics of the profession.			
21. Ability to show a genuine desire to help others.			
22. Ability to show profound respect for self.			
23. Ability to show optimism and self-confidence.			
24. Ability to show sincerity.			
25. Ability to show charisma.			

Adapted from Gordon Lippitt and Ronald Lippitt, *The Consulting Process in Action* (La Jolla, California: University Associate, Inc., 1978), pp. 95-96.

Appendix A

Special Education Regional Resource Center Services and Directory

The special education regional resource center (SERRC) is the organizational structure for multidistrict special education services that can be most effectively provided at the regional level, as determined by the participating local school districts.

The SERRCs are designed to initiate, expand, and improve special education programs and services for children with handicaps and their parents. The services provided by the SERRCs are

- Identification and program development
- Education assessment
- Instructional resources
- Inservice
- Information dissemination

Identification and Program Development Project (IPD)

Assistance is provided to participating school districts in the development, implementation, and operation of an effective regional identification system and child-find strategies as required by *Rules for the Education of Handicapped Children*. This project also assists in the development of programs for identified handicapped children.

Educational Assessment Project (EAP)

This project assists school districts in the assessment of and planning for children suspected of having multiple and/or severe handicaps.

Instructional Resource Center (IRC)

The Instructional Resource Center project maintains a collection of instructional materials, equipment, and professional literature regarding the education of children with handicaps; such materials shall be circulated for review and inservice training purposes. The IRC also disseminates relevant information to those working with children with handicaps and provides training designed to improve the quality of education for children with handicaps.

The special education regional resource centers are funded through the Ohio Department of Education, Division of Special Education, with monies provided through Title VI-B (Education of all Handicapped Children Act, P.L. 94-142).

SERRC/Special Education Regional Resource Centers

1—NORTHWEST OHIO
2—NORTHERN OHIO
3—CUYAHOGA
4—EAST SHORE
5—NORTH EAST OHIO
6—WEST CENTRAL
7—NORTH CENTRAL
8—MID EASTERN OHIO
9—LINCOLN WAY
10—MIAMI VALLEY
11—CENTRAL OHIO
12—EAST CENTRAL
13—SOUTHWESTERN OHIO
14—HOPEWELL
15—PILASCO-ROSS
16—SOUTHEASTERN OHIO

*OHIO RESOURCE CENTER FOR LOW INCIDENCE AND SEVERELY HANDICAPPED

Appendix B

Annual Goals, Short-Term Instructional Objectives, Evaluation Procedures, and Criteria

	ANNUAL GOALS	SHORT-TERM INSTRUCTIONAL OBJECTIVES	EVALUATION PROCEDURES AND CRITERIA
Specific Learning Disabled	I. The student will successfully participate in all classroom activities with instructional methods accommodating the preferred visual mode of learning.	A. The student will complete assignments using the visual mode of learning with assistance provided indirectly to the classroom teacher by the SST.	Completion of assignments with 85 percent accuracy. Random classroom observation by SST.
		B. When necessary, the student will complete assignments using special materials or receiving special instruction from the regular classroom teacher in consultation with the SST.	Completion of assignments with 85 percent accuracy. Random classroom observation by SST.
		C. The student will interpret verbal directions with the help of a "buddy system" set up by the regular classroom teacher in coordination with the SST.	Regular classroom teacher shall observe to ensure 90 percent accuracy.
		D. The student will complete homework assignments with assistance from the parent(s) who will receive assistance from the SST with respect to the student's preferred style of learning and to appropriate ways in which to assist the student with homework assignments.	Completion of homework assignments with 85 percent accuracy as checked by regular classroom teacher and SST.
Visually Handicapped	I. The student's ability to travel in the school setting will improve so that safe and independent movement can occur.	A. The student will become generally oriented to the educational setting through a guided tour of the appropriate areas of the facility provided by the orientation and mobility instructor (OMI) and coordinated by the SST.	Travel in the school setting accomplished with 85 percent accuracy as observed by the OMI and SST.
		B. The student will be able to move independently (without serious accident and without becoming disoriented) about the classroom, following a physical redesign of the classroom as coordinated by the SST.	Travel in the school setting accomplished with 85 percent accuracy as observed by the OMI and SST.
		C. The student will be able to travel independently from the bus stop to homeroom without becoming disoriented.	Travel to bus stop with 100 percent accuracy as observed by the teacher.

(continued next page)

Annual Goals, Short-Term Instructional Objectives, Evaluation Procedures, and Criteria *(continued)*

	ANNUAL GOALS	SHORT-TERM INSTRUCTIONAL OBJECTIVES	EVALUATION PROCEDURES AND CRITERIA
Visually Handicapped (cont.)		D. The student will move independently without error or disorientation from homeroom to the drinking fountain, rest room, library, and other room in the building, as required by the student's schedule.	Travel in the school setting accomplished with 85 percent accuracy as observed by the OMI and SST.
		E. The student will successfully move about the building on a daily basis with assistance from the regular classroom teacher and students who have been provided information regarding the student's individual needs by the SST.	Travel in the school setting accomplished with 100 percent accuracy as observed by the OMI and SST.
Severe Behavior Handicapped	I. The student will maintain the use of problem-solving techniques, such as verbal mediation, self-imposed time-outs, relaxation techniques, and journal writing.	A. The student will identify causes of problem behaviors, such as increasing noise, light, and movement, and will use one of the following problem-solving techniques demonstrated by the SST and practiced with the regular teacher: 1. *Time-Out* - the student puts head down for up to three minutes and thinks about goals, current assignment, behavioral options, and possible consequences. 2. *Relaxation* - the student goes to quiet area and takes three deep breaths, counts to ten slowly, and observes activity for two to three minutes before participating again. 3. *Verbal Mediation* - the student talks to a preassigned staff member or peer and works through the five mediation questions. 4. *Journal* - the student writes feelings, goals, options, and solutions in a notebook.	The regular classroom teacher will keep a record of the number of verbally and physically aggressive incidents demonstrated. The record will show at least a 50 percent decrease in the number of incidents from September to March (annual review).

Appendix C ////////////////////

References

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Appendix D

Required Assessment Areas for Initial Multifactored Evaluation

The vertical column identifies areas of assessment required in *Rules for the Education of Handicapped Children*, and the eight handicapping conditions are listed horizontally. The resulting grid indicates areas that must be assessed for each handicapping condition.

If shaded, *Rules* do not specifically require this assessment. However, these areas shall be assessed if the evaluation team determines that the additional assessment is related to the suspected handicap.

AREAS OF ASSESSMENT	HEARING HANDICAPPED	ORTHOPEDICALLY AND/OR OTHER HEALTH HANDICAPPED	VISUALLY HANDICAPPED	MULTI-HANDICAPPED	SEVERE BEHAVIOR HANDICAPPED	DEVELOP-MENTALLY HANDICAPPED	SPECIFIC LEARNING DISABLED	SPEECH HANDICAPPED
General Intelligence								
Academic Performance								
• Reading Skills								
• Reading Comprehension								
• Mathematics Calculation								
• Mathematics Comprehension								
Hearing								
• Audiological								
Vision								
• Eye Condition								
Motor Abilities								
Communicative Status								
• Oral Expression								
• Listening Comprehension								
• Written Expression								
Social/Emotional Status								
Physical Examination								
Adaptive Behavior								
Observation - Other than by Regular Classroom Teacher								
Observation - Current Teacher								
Behavior/Personality								
Educational, Family, and Medical History								
Physical Condition								
Social and Cultural Background								
Teacher Recommendations								
Environmental, Cultural, and Economic Disadvantage								
Vocational/Occupational Needs								

*For Home Instruction services with Orthopedically and/or Other Health Handicapped, the MFE Team decides if it is necessary in accordance with Director's Memo of 09/14/82.

Appendix E

PREP Review Guide for Supplemental Services Teacher

DATE _____	TEACHER(S)	BUILDING(S)	HANDICAP AREA(S) SERVED	FUNDING SOURCE
COUNTY				
DISTRICT				
REVIEWER				

CODES: T - Teacher
C - Compliance
NC - Noncompliance

FUNDING SOURCE: S.F. - State Foundation
F.T. - Flow Thru
L.F. - Local Funds
P.G. - Preschool Incentive Grant

QUESTIONS/ RULE REFERENCE	DOCUMENTATION	T1	T2	T3	T4	COMMENTS
I. GENERAL A. Does the supplemental services teacher provide supplemental aids and services necessary to enable each handicapped child enrolled in this program option to receive an appropriate education in the regular classroom environment in accordance with his/her current IEP? [3301-51-03 B.I.a.]	1. Positive verbal response; AND 2. IEP indicates child is receiving supplemental services.					

Appendix E (continued)

QUESTIONS/ RULE REFERENCE	DOCUMENTATION	T1	T2	T3	T4	COMMENTS
B. Is each child eligible for this special education program able to benefit from placement in the regular classroom? [3301-51-03 B.I.b.]	1. Positive verbal response; AND 2. Review of the attached eligibility chart (see page 3)					
II. Teacher/Pupil Ratio A. Does the supplemental services teacher serve a minimum of 15 eligible children placed full-time in regular classes? [3301-51-03 B.2.a.]	1. Positive verbal response; AND 2. Class list and IEPs confirm this.					The number of children served who are placed full-time in regular classes is ____ Number Handicapping Area _____ _____ _____ _____ _____ _____ _____ _____
B. Does the supplemental services teacher also serve handicapped children beyond the minimum caseload, but within the 15 to 30 caseload range, who are integrated into regular classes from special class/learning centers on a part-time basis? [3301-51-03 B.2.a.]	1. Verbal response indicates that a maximum of 30 students are served and that students in the 15 to 30 caseload are integrated into regular classes from more restrictive program options, or are enrolled full-time in regular classes. AND 2. Class list and IEPs confirm this.					The number of children served who are integrated into regular classes from special class/learning centers on a part-time basis is _____ Number Handicapping Area _____ _____ _____ _____ _____ _____ _____ _____

QUESTIONS/ RULE REFERENCE	DOCUMENTATION	T1	T2	T3	T4	COMMENTS
III. Housing, Facilities, Equipment and Materials: A. Are evaluations and instructional materials appropriate for the age, developmental ability, and handicap of each child available to the supplemental services teacher? (This includes a variety of multilevel and multimedia learning materials and equipment that is readily available for use to meet the indivdual interests and learning abilities of the children served in this program.) [3301-51-03 B.c.a.]	1. Positive verbal response that evaluation and instructional materials and equipment are available to meet the needs of each child. (If the response indicates materials, etc., are unavailable, further inquiry is necessary as to subject area, levels of students and what is necessary to instruct the students at their level.)					
B. Is the supplemental services teacher provided: 1. Office space 2. Secretarial assistance 3. Access to a telephone where scheduling, parent contacts, and confidential conversations regarding children can be completed? [3301-51-03 B.3.b.]	1. Positive verbal response OR 2. Review of facilities.					

Appendix E (continued)

QUESTIONS/ RULE REFERENCE	DOCUMENTATION	T1	T2	T3	T4	COMMENTS
IV. Teacher Qualifications A. Does the supplemental services teacher serving a single category of handicap hold an Ohio Special Education teacher's certificate for that area and show evidence of at least one year of successful special education teaching experience in that area of handicap? [3301-51-03 B.4.a.] OR B. Does the supplemental services teacher serving children in more than one area of handicap hold an Ohio Special Education teacher's certificate in one of the areas of handicap and show evidence of at least one year of successful special education teaching experience in one of the areas of handicap? [3301-51-03 B.4.b.]	1. Positive verbal response; AND 2. Verification from the Division of Teacher Education & Certification					The SST's certificate is in the area(s) as follows: T1 _____ T2 _____ T3 _____ T4 _____ The SST's certificate is in the area(s) as follows: T1 _____ T2 _____ T3 _____ T4 _____
V. Teacher Responsibilities A. Is the data from the multifactored evaluation and the IEP available to you? [3301-51-03 A-F] [3301-51-03 E.10.]	1. Verbal response indicates MFE report is accessible to SST: AND 2. Copy of IEP(s)					

QUESTIONS/ RULE REFERENCE	DOCUMENTATION	T1	T2	T3	T4	COMMENTS
B. How does the SST assist in developing the IEP for each child served by him/her? [3301-51-03 B.5.a.]	1. Verbal explanation of how the SST assists in the development of individual IEPs.					
C. How does the SST assist regular classroom teachers in developing teaching strategies for handicapped children? [3301-51-03 B.5.b.]	1. Verbal explanation of how the SST assists regular classroom teachers to develop teaching strategies.					
D. How does the SST identify, procure, and coordinate appropriate supplemental special education to maintain the handicapped child in the regular classroom? [3301-51-03 B.5.c.]	1. Verbal explanation of how this service is provided.					
E. How does the SST provide information to school personnel regarding the needs of handicapped children? [3301-51-03 B.5.d.]	1. Verbal explanation indicates how SST provides information to school personnel; OR 2. Written documentation of inservice given, publication disseminated to staff.					

Appendix E (continued)

QUESTIONS/ RULE REFERENCE	DOCUMENTATION	T1	T2	T3	T4	COMMENTS
F. How does the SST select and develop instructional materials and equipment required for handicapped children? [3301-51-03 B.5.e.]	1. Verbal explanation indicates how SST selects and develops instructional materials and equipment and disseminates to regular education personnel; OR 2. Written documentation of materials given.					
G. How does the SST assist in the modification of the classroom environment for the handicapped child in the regular classroom? [3301-51-03 B.5.f.]	1. Verbal explanation indicates how the SST assists in the modification of the classroom environment.					
H. How does the SST demonstrate short-term diagnostic teaching to facilitate the provision of appropriate education for the handicapped children in the regular classroom? [3301-51-03 B.5.g.]	1. Verbal explanation indicates how the SST demonstrates short-term diagnostic teaching.					
I. How does the SST assist in the development of instructional or behavioral strategies to enable the handicapped child to receive an appropriate education in the regular classroom? [3301-51-03 B.5.h.]	1. Verbal explanation of how the SST assists in the development of instructional or behavioral strategies.					

QUESTIONS/ RULE REFERENCE	DOCUMENTATION	T1	T2	T3	T4	COMMENTS
J. Does the SST demonstrate instructional techniques and materials for identified handicapped children in the regular classroom? [3301-51-03 B.5.i.]	1. Positive verbal response and explanation of examples.					
K. Does the SST serving visually handicapped children provide braille instruction? [3301-51-04 C.3.a.]	1. Verbal response; AND 2. Review of IEPs and lesson plans					
L. Is the SST employed full-time in this role? [3301-51-06 A.2.]	1. Positive verbal response indicating teacher responsibility AND 2. Written documentation of class list and SST schedule. (If negative response, what additional responsibilities are assumed?)					
VII. SUPPORT SERVICES, SERRC A. What kinds of service do you receive from the SERRC?	Positive verbal response indicating that the teacher is receiving or has received services attributable to the SERRC.					

QUESTIONS/ RULE REFERENCE	DOCUMENTATION	T1	T2	T3	T4	COMMENTS
B. How many inservices have you attended that were sponsored by your SERRC?	Verbal response indicating the number of inservice meetings attended: 1. At the SERRC 2. In district sponsored by SERRC.					
C. What kinds of assistance do you feel you need from your SERRC that you are not now receiving?	Verbal description of types of services the teacher feels could/should be offered by the SERRC.					
D. Are you on the SERRC mailing list?	Positive verbal response					

Appendix F Test Construction and Test Taking ///

As regular classroom teachers begin to evaluate lessons or units, they should reflect on their initial planning to decide what level of cognitive skills they taught, what level of skills they wish to tap on the test, and what kinds of questions they can write to tap the appropriate levels of these skills. The teachers' choice of objectives, lesson presentation and rein-forcement, and students' intellectual and reading abilities should determine test-item selection.

If the mode of instruction has relied on recall and memorization, or if this lower level of thought process is most in keeping with the students' abilities, true-false and fill-in-the-blanks are appropriate test items. If, on the other hand, students have been required during a course to ana- lyze and make generalizations about subject matter, they should have the opportunity to demonstrate the same cognitive skills on examinations through essay-type questions.

Accommodating students' abilities includes consideration of the kind of evaluation asked of them. The majority of teachers are aware that testing may be a contrived experience — a student's one-shot chance at revealing knowledge or competency. They may even empathize because of their own experiences. However, few teachers make a concerted effort to actually teach test-taking skills. This brief excerpt, including suggestions for implementation, may serve as the inspiration that teachers need to incorporate test-taking skills into their educational programs.

I. Preparing for the Test

Much can be done to help students prepare for and take an exam. Students should be encouraged to complete each day's work carefully and correct mistakes immediately. Suggest that the student keep a notebook to write summaries of material for later review.

Students need to be sure that they understand all points of each lesson. If they do not understand, they should ask for help immediately. They need to understand rules, formulas, and new words.

Good test preparation includes a thorough review. Careful students do not reread the entire text but only read notes, text notations, and review sheets.

Students must memorize important facts. Suggest that students study with a friend so that they can discuss the material. One technique that works for many is to predict questions that the teacher might ask and then work together to discover the answers.

Students need to get a good night's rest before the test. Staying up late to "cram" is not beneficial. Having breakfast before school is another way to feel better prepared for the test.

Suggested Teaching Tactic

Provide students with test review information that will help them prepare for the test. Be sure to ask the type of question that will be used on the test. Direct students' attention to the vocabulary and concepts that they are expected to know.

As students become proficient in preparing to take tests, provide them with information concerning the type of test for which to study. Students need to be taught different types of tests and how to review for them.

Reviewing for objective tests is different from reviewing for subjective tests. Direct the students' attention to the need to memorize facts, key points, and details for the objective test. In contrast, most subjective tests require students to see and explain relationships. This requires more than memorizing. Help students to prepare for subjective tests by having them predict questions within set time limits. As they improve this skill, shorten the time allotted for this practice.

II. Completing the Test

There are many ways for students to improve test-taking skills. Knowledge of and practice in taking all kinds of tests will generally bring better results. Teach students the following approaches to test-taking for improved success.

Objective Tests

1. On a true-false test, if a statement is partly false, mark it false.
2. On a true-false test, "all," "only," "always," and "never" mean that there may be no exceptions. Therefore, questions that contain these words are usually false.
3. The use of some words such as "usually," "often," and "frequently" may change the character of a question in a true-false test. Therefore, questions that contain these words should be studied carefully.
4. On a multiple-choice test, eliminate choices that are definitely wrong; then select from the remaining choices.
5. First answer all questions of which you are sure; then go back to answer the remaining questions.
6. Gauge the time allotted for the total test; then balance an even amount of time for each test section.

Subjective Tests

1. Read the entire test over before answering any part. Write what you know on scratch paper before deciding how to answer the essay. Briefly outline your answer before writing on the exam paper.
2. Know the meaning of the words most commonly used for essay questions:

analyze	illustrate
compare	interpret
contrast	justify
define	list/enumerate
demonstrate	outline
describe	prove

develop	relate
evaluate	summarize
explain	trace

3. Read carefully to make sure that the answer matches the question. Be sure to answer the total question.
4. Always leave enough time to go back over the entire examination to proofread and to check your answers.

Suggested Teaching Tactic

Provide students with opportunities to practice taking all kinds of tests. Go over the types of errors made by students. Let them know why they missed questions so that they may be better prepared for the next test.

Teaching Teen Reading Series
Ohio Department of
Education
Columbus, Ohio

Appendix G ////////////////////

Teacher-Made Tests for Mainstreamed Students

Test Appearance

1. Copies should be distinct, clean, clear (use black dittos for students with visual handicaps).
2. Ample margins and spacing should include
   a. 1 1/2" border at top and bottom,
   b. 1" border on each side, and
   c. a minimum of 2 spaces between questions.
3. Multiple-choice alternatives should be placed vertically. For example:

   Original

   What is the most effective agent of erosion?

   a. waves and currents

   b. glaciers

   c. percolating groundwater

   d. runoff

   Revised

   What is the most effective agent of erosion?

   a. waves and currents

   b. glaciers

   c. percolating groundwater

   d. runoff
4. Proofread all tests.

Test Format

1. Capitalize and underline words such as ALWAYS, NEVER, NOT.
2. Alternatives to multiple-choice answers should be brief.
3. Avoid negative-stated questions, especially in true-false questions.
4. Place no more than 10 items on matching lists.
5. Provide short-answer alternatives if you want them to be spelled correctly.
6. Avoid tricky items, as they invalidate tests and increase test anxiety.

Test Length and Variety

1. Allow plenty of time if you want your test to be valid (ask a colleague to take it and then triple the time).
2. Some students may require the test to be read aloud.
3. Use at least three question formats on a major unit test.

Test Readability

1. Eliminate unnecessary words, especially in multiple-choice tests.
2. Use synonyms when possible.
3. Use short sentences.

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